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ABSTRACT

Intended for use with students at all grade levels, this booklet contains activities for incorporating newspaper study into the classroom. The first section of the booklet contains a week-long teaching unit designed to familiarize students with the format and style of newspapers. The remaining sections of the booklet contain activities designed to teach students how to (1) use the newspaper in conjunction with television and radio, (2) write letters to the editor, and (3) use the advertisements. Suggestions are also provided for devising spelling and grammar lessons from the newspaper and for creating a class newspaper. A copy of a class newspaper is included. (FL)

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FROM NEWSROOM TO CLASSROOM

AN INTRODUCTION TO THE NEWSPAPER

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The Post &
The Evening Times

CS206552

Newspapers in Education

The Post
The Evening Times

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Dear Educator.

The enclosed copy of From Newsroom to Classroom *is not a lesson plan. It is, rather, a collection of suggested projects that can be used in the classroom with newspapers and other print material. You may find many of these suggestions adaptable to your age group and educational field. You may find only a few that will work in your classroom. Much of our material has come from the classroom teachers of Palm Beach County.*

This is the fifth edition of our study guide. We welcome your suggestions or comments for future versions.

Several elementary teachers who have used newspapers successfully in the teaching context have stressed the importance of classroom projects that result in something the children can see and handle, or see and hear.

The series of projects suggested here can be adapted to almost any age group or learning level. Most can be used over adaptable time periods. If the teacher wishes, he or she can use all of the projects as a series, culminating in the production of a classroom newspaper. The materials required are readily available.

The Post and The Evening Times Educational Services Department will be happy to assist you in whatever your needs might be as you use the newspaper. Please contact our NIE coordinator to schedule class visits by reporters, editors, etc. A list of educational services is included in the back of guide.

Sincerely,

Linda Gallucci

Linda Gallucci
Educational Services Director

Linda Gallucci – Educational Services Director Telephone 305/833-7411, Extension 589

INTRODUCTION

Much has been written and said about the value of the newspaper and other "unconventional" teaching tools in motivating the "disadvantaged" child. However, it is important to remember that all children will be exposed to newspapers during their lifetime, and it is important that they know how to use this material. It is not axiomatic that a child reads a paper because his parents subscribe to one.

This booklet is designed to introduce the child to the format and style of The Post and The Evening Times. Most of the newspapers the child will encounter during his reading lifetime will have the same basic content, although presentation and attitude will differ. If the child learns to use the local papers for information and entertainment, he will be able to use and interpret any other paper with which he comes in contact. Once he has mastered the basics of newspaper style, much as he learns to understand the format of a book, he will be able to treat any paper as a useful resource.

A discussion period, perhaps in the week preceding introduction of the paper into the classroom, will allow the teacher to judge the children's familiarity with the paper. If they have used papers before, the following unit may be skipped or condensed into a review section. In a "pre-paper" discussion, the following points may be used as a guide:

1. How many receive a newspaper at home each day?
2. How many read the newspaper at home?
3. What do you like to read in the newspaper?
4. Do you look at the photographs and read the cutlines (accompanying descriptions)?
5. Why do you think your parents read the paper?
6. What is the name of the paper or papers you have at home or read elsewhere?

Some of the features of the paper that young children may be familiar with are the comics, the television guide, the movie advertisements and the sports pages. They may know a child who delivers the paper or a neighbor who works for The Post or The Evening Times. All these points will keep a discussion going.

The teacher might want to bring in other uses of the paper in the home, from an ecology or second-use viewpoint. These might include collections for re-cycling, shelf lining, protection for tender young plants, painting drop-cloths, paper hats, art work, etc. This aspect could be developed into a bulletin-board display.

MEET YOUR NEIGHBOR, THE NEWSPAPER

In this one week unit, students will become acquainted with the format and the regular features of The Post (morning) and/or The Evening Times. This unit may be skipped or condensed into a review session if students have previously used the papers in the classroom.

Information on ordering the papers is included at the end of this unit.

DAY ONE:

Allow the students to browse through the paper for 10 or 15 minutes.

A. The Post is usually divided into four sections:

1. National, International and major state and local events are in the first section of the paper — or Section A. It is always the first section of the paper.
2. Local and state news is found in News of the Palm Beaches, News of the Treasure Coast, News of Martin County or Extra. The section you receive will depend on where your school is located in our circulation area. Circulation zone map included with this unit.
3. Sports. Local, state, national and international sports stories are included in the sports section.
4. Poster. The Poster section has been designed to take the place of the traditional "women's interest" section. It is described by its editor as a "brash new people section, designed for concerned persons who love to live and who care about making today's living better by solving their consumer, health, education, pollution, ecology, family living and leisure time problems."

B. The Evening Times also is usually divided into four sections:

1. International, national and major state and local stories are included in the first, or A section of the Times. This section also includes the editorial page.
2. The bulk of local and area news is found in a second section (the letter designation may differ from day to day). News from specific areas, such as the Glades, Martin County and St. Lucie County, is generally located on separate pages — these may not always be in this section because of printing capacity, but are indexed on page 1-A.
3. Trends. News of interest to the entire family is located in this section. Regular columns include Dear Abby; Single File; Working Woman; Rolling Stone; Why Grow Old; Food for Fitness.
4. Sports — The Sports section contains international, national and local sports coverage. Contents include scores, a local sports calendar, columns by Times sports staff and photo features.
5. Depending on press requirements, either the Poster Section or Trends may be located in the A section rather than printed separately.
6. People Talk. This is a special zoned tabloid section covering local news of interest.

C. Sunday:

1. Leisure — features and reviews of national and local entertainment. Also includes travel coverage.
2. Dimension — an expanded editorial section with letters to the editor, columnists and background articles on world events.
3. Home — news of building, architecture, development and interior decoration.
4. Business — a separate section devoted to local, state, national and international products, services, companies, and personalities in the news business.
5. Parade — a national magazine produced in advance and inserted in the Sunday paper.
6. Color comics — printed weekly in a tabloid format. Sunday panels from comics carried in the Post and in the Times are included.

DAY TWO:

Have the students browse through Section A of the paper for about 10 minutes.

The general content of this section is news of national, international and major importance in the state. Sometimes a very important local or sports story will be carried on the front page of this section.

A. Front page

1. Banner — the name of the paper appears at or near the top of the page. Included in the banner is the date, the volume number of the issue, the number of pages and the price of the paper.
2. Index — an index of the sections and regular features is included near the bottom of the page. The index may also include a short summary of a news story located somewhere inside the paper.
3. Lead story — the most important story of the day (in the judgment of the editors) is usually given the largest headline and a position near the top of the page.
4. Inside — on the front page of the Post and/or Times, news or feature of interest stories are summarized. Readers are referred to the proper page for the complete story. This summary is called a teaser.

B. News sources

1. All stories from places other than West Palm Beach will carry a dateline. LONDON, CHICAGO, MIAMI BEACH, etc.
2. Credit lines — a story from the Associated Press will carry an AP line in parentheses after the dateline. United Press International is UPI in parentheses. Stories from the New York Times wire are identified by an agate line reading:

(c) New York Times

Stories combined from several wire service reports will be credited:

By Evening Times (or Post) Wire Services

3. Bylines — stories by local reporters may carry a byline.

By JANE SMITH
Post (or Times) Staff Writer

Sometimes stories from a wire service will also be by-lined. The decision on by-lines is made by the editors in assessing each story. Very short and routine stories usually will not carry a by-line.

C. Editorial page

1. Masthead — in the top left hand corner of the editorial page — Post and Times — a listing of the corporate officers and chief editors of the Post and Times.
2. Editorials — found in the two left hand columns of the editorial page. These are written daily. The content and editorial stand are determined by the editor and associate editor of each paper. They may consult with other staff members — such as a city hall reporter, if the editorial concerns the reporter's beat. (A reporter does not write editorials — and stories in other sections of the paper should not be referred to as editorials unless they are marked as such.)
3. Editorial columnists:

Syndicated and local editorial columns appear on the editorial and op-edit (opposite editorial) pages.

Post columnists and cartoonists:

Tom Kelly
Mary McGrory
Jack Anderson
Tom Wicker
James Reston
Art Buchwald
Anthony Lewis
Russell Baker
William Safire
David S. Broder
Richard Reeves
John Buckley
Andy Rooney
Don Wright
Mike Peters
Sam Rawls
Jim Borgman
Pat Crowley

b. Times columnists and cartoonists:

Jack Foster
Herb Sites
Paul Harvey
Mike Royko
Mark Russell
Evans & Novak
Joe Bizzaro
Carolyn Susman
J. Edwin Jones
Don Horine
Jeff MacNelly
Bill Schoor
Taylor Jones
Andrew Greeley
Ray Schultz
Laura Belgrave

DAY THREE

Have students browse through the local news section.

This section will include news from your area of the county and news of general interest to Floridians.

Obituaries and news of Record are also often included in this section of the paper.

A. News sources:

The majority of the stories in the local section are produced by reporters working out of West Palm Beach or in the bureaus maintained in Tallahassee, St. Lucie County, Martin County, Delray Beach, Boca Raton, Lake Worth and Belle Glade.

Reporters may be assigned to a "spot news" story, or write an article arising from regular coverage of a beat. Beats include: county commission, schools, police news, environment, medicine, courts, city council. One or more reporters may be assigned to a beat.

The Post and The Evening Times each have one reporter in Tallahassee, during Legislative Sessions, an additional reporter is sent to Tallahassee to assist in coverage. Both The Post and The Evening Times also use the wire services for more complete coverage of state news.

B. News of Record:

These items, printed in agate type, are taken from public records at the County Courthouse. News of Record items include marriage license applications, marriage dissolutions, applications and final dissolutions, criminal dispositions, civil suits filed and final civil judgments granted.

News of record should not be confused with Legal Notices. Legal Notices are paid advertising, notifying the public of events as required by law.

C. Obituaries:

Most deaths are run in an abbreviated form. Deaths of prominent people are run in longer form. Funeral Notices are paid announcements inserted by funeral homes at the request of family.

DAY FOUR

Allow all the students time to browse through the Sports section of the paper.

Sports pages traditionally have been thought to be geared to the masculine reader. Even advertisers have sought sports page position for products thought to be in the male province; tires, cars, auto accessories, liquors, sports equipment, etc.

Women in sports were often banished to the "women's section" for feature stories, rather than coverage as athletes. Things have changed. In today's sports sections, the Ladies Professional Golf Association rates space right along with the men. Chris Evert-Lloyd and Yvonne Goolagong have just as many male fans, and it's not just because they're young and pretty.

National sports magazines, like Sports Illustrated, have come out of the men's locker room and moved to the coffee table. As women enter more and more sports arenas as participants rather than spectators, more and more women will find more and more interesting articles in the sports sections of the daily paper.

Sports coverage has been seasonal in nature. Today, as sports stories continue all year long, so does sports coverage of football, baseball, hockey, track and basketball. News of player salaries, off-season activities and long training periods (not to mention exhibition games) keeps sports news going from January to December.

There are still some special features of the sports section which require a little explanation:

A. A box score is a tabulation of the performance of individual players on the participating teams.

Astros 10, Reds 1

CINCINNATI

	ab	r	h	bi		ab	r	h	bi
Rose lf	3	0	1	0	Metzger ss	5	2	3	6
Morgan 2b	4	0	0	0	Cedeno cf	5	3	4	4
Tolan cf	3	0	0	0	Wynn rf	4	1	2	2
Bench c	4	0	2	0	May 1b	4	2	2	2
Perez 1b	4	0	0	0	Watson lf	4	1	1	0
Geronimo rf	4	0	1	0	Edwards c	5	0	1	0
Menke 3b	3	1	1	0	Rader 3b	5	0	1	2
Chaney ss	3	0	1	0	Helms 2b	3	1	2	0
Nolan p	1	0	0	0	Wilson p	3	0	0	0
McGlothlin p	0	0	0	0					
Uhlaendr ph	1	0	0	0					
Borbon p	0	0	0	0					
Totals	30	1	6	1	Totals	38	10	16	10

HOUSTON

Cincinnati	0	0	0	0	1	0	0	0	0	—	1	
Houston	0	0	3	0	3	1	0	3	x	—	10	

E — Menke. DP — Houston 1. LOB — Cincinnati 6, Houston 9. 2B — Cedeno, Wynn 2, May. Bench. 3B — Metzger, Cedeno. HRs — Cedeno (15), Menke (5), May (22), S — Nolan, Wilson. SF — Wynn.

	ip	h	r	er	bb	so
Nolan (L, 13-3)	4 2-3	9	6	6	1	4
McGlothlin	2 1-3	4	1	1	1	2
Borbon	1	3	3	3	1	0
Wilson (W, 7-7)	9	6	1	1	3	6

WP — Wilson. PB — Bench. T — 2:10. A — 31,838.

From this tabulation we know that:

1. The Houston Astros beat the Cincinnati Reds by a score of 10 to 1.
2. Cincinnati's Rose, the left-fielder was at bat three times, had one hit, no runs and batted nobody in.
3. Houston's Wynn, the right-fielder, was at bat four times, had two hits, one run and batted two players in.

The box score also includes an inning by inning scoring total.

Other abbreviations include:

E —	errors
DP —	double plays
LOB —	left on base
2B —	two base hits
3B —	Triple
HR —	home runs
S —	sacrifice
SF —	sacrifice fly

The pitching statistics show inning pitched (ip), hits (h), runs (r), earned runs (er), bases on balls or walks (bb), strike outs (so).

Other information includes:

WP —	wild pitch
HBP —	hit by pitch
T —	time game took
BK —	balk
PB —	passed ball
A —	attendance

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Basketball box scores are similar:

FG — field goals
FT — free throws
RB — rebounds
PTS — points
FGA — field goals attempted
FTA — free throws attempted
PF — personal fouls

Tabular matter is also used to report the results of swimming meets, track and field events, horse and dog racing, golf tournaments, tennis matches and other sports events. The inclusion of such tabular matter allows the reader to get a quick summary of an event. For those interested in statistics as well as a play-by-play account, it is an easy way to sum up a game.

HEARING THE NEWS ● SEEING THE NEWS ● READING THE NEWS

DAY ONE

Use the paper's television schedule to locate the evening news programs by time and channel. Four evening national news programs are available in Palm Beach County — NBC, ABC, and CBS; Channel 2 has a News Program at 7 p.m. The nationnal news programs are preceded by local news.

Ask the students to watch a particular program. Older students may be able to watch an entire news segment, from local news through the national program. Younger children may only be able to maintain interest through a portion of the evening news hour.

Some students will know if their parents always watch one channel. There will probably be enough variation in the class so that each of the networks will be watched by some of the children.

DAY TWO:

During the 10-15 minute browsing period, students should be instructed to look for articles that correspond with material covered on the previous evening's news. You may wish to have students clip or mark these articles.

Class Discussion:

A. How many stories on 1-A were covered on news broadcasts?
B. Is the newspaper's lead story the same as the lead story on the newscast?
   1. If yes, why is it so significant?
   2. If no, what might the reasons be for the differing emphasis between the paper and the broadcast media?
C. Are any of the straight news stories supplemented by background material, editorial columnists, editorials or letters to the editor?
D. If pictures are used with a story, are they similar to film clips used on the news broadcast?

E. Can you get the complete story from television alone? From the newspaper alone?

Supplementary activities:

A. Have students keep a notebook for a two-week period comparing a portion of the paper with its counterpart on television. This could be a comparison of weather reports with student comments on the accuracy of the forecasts; a comparison of sports reporting; editorials; or a continuing analysis of a major news story.

B. From the entertainment pages, students may write a suggested television viewing guide for their age-group, or a guide combining suitable movies, TV shows and community events.

C. Where cable television is available, students may be interested in watching the continuous news channel (8), which displays copy as it comes from the wire service printer. This is perhaps a forerunner of a television newspaper, which would be constantly available to viewers in the home. Advanced students might design a "television paper format."

D. Have students rewrite a news story in television or radio broadcast style. This can be done in script form with cues for camera angles, film clips, commercial breaks, etc.

DEAR EDITOR:

This unit involves editorials, editorial columns and expressions of public opinion. The natural desire to take a side on any issue makes this area a particularly fertile one for classroom activity.

If you are using this unit alone, you may wish to refer to the Newspaper Format Unit for background or review of the structure of an editorial page.

Many teachers find this a good time to introduce material in addition to the newspaper being used in this study. Other newspapers with divergent editorial philosophies, news magazines, trade journals and politically oriented or special interest publications add depth and interest to the study of public opinion.

DISCUSSION:

Where possible, compare editorials with news stories found on the front page or in other sections of the paper. At least one daily editorial will probably be directly related to a current news story. It may be of national, international, state or local interest.

Editorial columnists, both "straight" and satirical, offer supplemental comment and background on current news items. You may wish to clip these for use in an overhead projector for line by line comparisons of differing viewpoints.

In discussing an editorial, look for these angles:

A. What is the problem or subject?

B. What are the facts? pro? con?

C. What are the opinions? pro? con?

D. Reasoning behind the editorial stand.

E. What is the editorial trying to accomplish?
   1. inform
   2. influence
   3. seek action

F. Is the editorial written clearly?

G. Is the wording vague, with cliches and emotional appeals, or is it precise and creative in its structure?

H. Is the editorial persuasive? Do you feel differently after reading it, or does it agree with your opinion of the subject matter?

"Very few people turn to an editorial page to get their opinions, and certainly not if they already have opinions," Vermont Royster, Pulitzer prize winner and senior associate editor of the Wall Street Journal, said in 1952.

"People read editorials, first, to get arguments to support their own opinion. A good editorial presentation serves to focus their thinking. It serves to give them a rationale for what they instinctively feel. Occasionally a reader will adopt an editorial point of view when it is on some subject with which they are unfamiliar and where they have general confidence in the editorial writer or the paper's opinion, but very rarely do we actually change a person's point of view, certainly not with any one editorial."

Editorial writers, with a short space in which to express an opinion or stand on what may be a very complicated issue, must polish their writing and hone their thinking to the utmost. Of course, they do not always succeed. When that happens, the piece begins to resemble "The Utility Editorial," written in 1952 for "Masthead" by Hoke Norris, of the Winston-Salem Journal-Sentinel.

THE UTILITY EDITORIAL

_____ is an issue which is a challenge to us all. Every right-thinking person in (state, nation, world, universe) will (view with alarm) (point with pride) (be puzzled by) (be gratified by) (be alarmed by) this latest development which comes at a time when (state, nation, world, universe) faces the darkest day in its history.

All men of good will should band themselves together to (see that it doesn't happen again) (perpetuate it) (encourage it) (discourage it) (deplore it) (praise it). Only in this way can we assure continued (progress and prosperity) (justice and freedom) (peace and joy) in a (state, nation, world, universe) fraught with crisis as never before.

We must all (get behind) (oppose) this latest development in the ever changing rhythm of time, in order that the_____may continue to_____. On the other hand,_____ _____. As_____has so well said,_____. The future of our (state, nation, world, universe) hangs in the balance. We must not fail!

Letters to the Editor

The editorial and opposite-editorial (op-ed) pages of the daily/weekly newspapers of the United States have become the most readily accessible forum of public opinion.

Some newspapers, such as the London Times, have become famous for their "letters" columns. In the London Times, readers may debate, via the written word, an issue for weeks.

Letters to the editor have a high readership in most papers, and they are an ally to the editor in promoting "the very maximum of orderly debate." And readers like to know they have the right to write. It gives them a feeling of participation in the newspaper.

In writing letters to the editor, readers should try to follow any rules set down on the editorial page, such as length. Most papers require that all letters be signed. The Post will not print a letter from a reader unless it is signed. This enables The Post to check back with the writer before publication to make sure that he wrote the letter and that someone else hasn't sent it in under his name.

All letters are read and those used are kept on file for a period of time. The Post and Times try to print a representative selection of letters received.

ACTIVITIES:

A. Breaking students into groups of three or four, let them research news events, determine an editorial position and write an editorial. Some students might produce editorial cartoons illustrating the group position. If broadcast news has been used, an editorial written for oral presentation could be submitted.

B. Using news stories and published editorials, have students debate the pros and cons of a current issue. Both fact and opinion will be needed to bolster their arguments.

C. Assign a personal opinion column on a current topic. This could be taken from current events, school activities or community affairs or problems.

D. Discovering bias. Keep a notebook on editorials from a paper or magazine for a predetermined period. An analysis of the editorials by the student should result in detection of any bias, or allow the student to determine the attitudes of the editors.

E. Endorsements of political candidates: A notebook including editorial endorsements of candidates can be compiled from more than one newspaper or magazine. What one paper considers a candidate's strength may be considered a weakness by an opposition paper. Do the papers or magazines used endorse strictly along party lines, or do they choose from all political parties? You may wish to order out-of-state papers for this project. (see listings at the end of this unit series)

EXERCISES IN GRAMMAR AND SPELLING

1. Clip and save spelling and grammar errors found in the paper. You may wish to classify these by type in a notebook or as a bulletin board display. Some will be obvious typographical errors, others will be mistakes that have slipped past editors and proofreaders. If used in a notebook, have students indicate correct spelling or wording.
2. These are some words commonly used in a newspaper headlines, often to save space. Have students watch for them in the paper, and define them according to their newspaper use and in other usage:

   slated
   raps
   set (Meeting Set Monday)
   bars
   hike (Judge Bars Wage Hike)
   cited
   vets (Anti-War Vets Get Use of Campground)
   tops, captures (in sense of win)
   hailed (praised)

   Have students watch for other words that are frequently used in headlines.
3. Writing headlines. For the purpose of writing headlines, the alphabet should be counted as follows:

   capital I and L 1 count each,
   capital W and M 2 counts each,
   all other capital letters and numerals 1 1/2 counts each,
   small i, 1 and spaces between words 1/2 count,
   small w and m 1 1/2 counts each,
   all other small letters 1 count each.
   Headline counts may be any width — 36 is about the maximum for all but 8 column headlines — and any number of lines — three is generally the maximum.

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4. Have students rewrite a familiar story in newspaper style, answering the 5 W's: Who, What, When, Where and Why. Have them write a headline for the story.

Red Riding Hood
Saved From Wolf
Grandma Gobbled

Little Red Riding Hood, of 300 Forest Lane, was saved from a hungry wolf yesterday when a nearby woodcutter heard her calls for help.

The woodcutter arrived too late to save Miss Hood's grandmother, who had been ill at her home at 715 Woodsy Path.

The wolf apparently gained entrance to the grandmother's home by the back door and surprised her.

Miss Hood told investigating officers she left her home about noon yesterday to take her aged grandmother a basket of goodies.

Mrs. George Hood, Miss Hood's mother, told officers she had warned her daughter to beware of the wolf, who was known to lurk in the forest.

Miss Hood, however, disobeyed her mother's warning and told the wolf where she was going. Dect. Harold Treetop said the wolf apparently circled around the forest and reached the grandmother's home before Miss Hood.

Having eaten the grandmother, the wolf put on her nightgown and cap and pretended to be the ill woman.

etc.

Students should note that in a "straight news story," the most important facts are put in the first paragraph, or "lead." Other facts are used in descending order of importance.

THE NEWSPAPER AND THE CONSUMER

The advertising pages of the daily paper are the market place of America. Despite the huge sums spent on television advertising by national concerns, the average American still gets much of his product information from the pages of the daily newspaper.

The small retail merchant and the large chains turn to the newspaper to let people know what is available in their stores every day, and what is on sale at special bargain prices.

With the wealth of products confronting us today, it is more and more important that students learn to pick and choose from among the many items offered them.

Students spend a great proportion of the family income — or it is spent on them by their parents — for food, clothing, recreational material and other items.

By learning to read advertisements, and knowing how to compare prices and find out more about advertised products, students can learn to spend their money wisely.

This unit suggests several ways in which to use newspaper, or other advertisements, in the classroom.

The Thursday food section is a bonanza of advertising for classroom use. Home economics teachers use it for menu and shopping units, math teachers use it for basic calculation. Geography teachers use it for tracing the source and route of products that wind up on our dinner tables and economics teachers use it to illustrate the effects of supply and demand.

Here are several ideas that might fit into your class needs:

1. The large type used in many full-page food ads make them good sources for the construction of simple flip cards for beginning readers. Pictures, from the newspaper ads, or from the many women's magazines which carry many recipes and food ads, may be combined with names and prices from the food ads.
2. The flip cards may be used to illustrate the basic food groups. If the price of an item as well as the name has been used on the reverse side of the flip card, students may calculate the price of including all the basic food groups in a day's menu.

3. Let the class fill your shopping list from the food advertisements, looking for the best buys in each store. Or, the best buys in the store closest to your home. If you live in Lake Park, would you really save money by shopping in Lake Worth? (figure 20 cents a mile for transportation).

4. Using recipes from the food section, construct a shopping list and figure costs.

5. Analyze recipes from the food section in terms of fulfilling the requirements of the basic food groups.

6. Students involved in the study of a particular country might make a notebook, including recipes from that country, as well as other information on history and customs from the newspaper and other publications. The export or import of certain products, such as coffee, often has great impact on the economy of an agricultural nation.

7. What sort of things do supermarkets sell besides food? Students might list and note the costs of household items purchased in the grocery store. As many a housewife has learned, these items make her grocery bill soar.

8. How do prices differ between stores that give savings stamps and stores that do not? Class members might write to the home offices of chains for comment on stamps vs. no stamps.

9. Every so often an elementary school teacher gets into print with a batch of recipes written by her students. The Post and Times make no promises to print the precious recipes written by your precocious pupils, but your fellow teachers might get a chuckle out of them, and your students will probably enjoy the assignment. You might want to make a classroom book out of the recipes to send home to parents for a Christmas gift.

HOW MUCH DOES IT COST?

Here are several suggestions for relating newspaper advertising to items students are familiar with.

1. Have each child list the items of clothing he or she is wearing today. Using the advertisements, the students can locate items similar to those he has on and total the cost. The total for a week's time may seem staggering to a small child. It staggers his parents, too.

2. Have each child list some of the major appliances found in his home, or those he would like to have in his home. Washers, driers, dish-washers, air-conditioners, etc. Price these items from the advertisements. From the power company, you can obtain a list of appliances and the average amount of power used by each. Have your students calculate the costs of using these appliances for a certain period each week, 3 hours for the washer and drier, 6 hours for the stove and oven, 5 hours for the dish-washers, etc.

3. The suggestion in No. 2 may be used for smaller appliances also - blenders, table radios, electric clocks, electric toothbrushes.

4. Have each student make up a "wish list." It might contain half a dozen things he really wants, either right away, or in the future: a car, a motorcycle, a Barbie doll with 17 outfits, etc. Students can then search the advertisements, both display and classified, for the items and their sale prices.

   Now, at 2 dollars a week allowance, how many years will it be until he can buy a van? Using the classified ads, what sort of a job could he get to finance his wish?

5. Have students list and find prices for items to be used in setting up a "first home away from home." The classified ads can be used to locate and price an apartment. Furnishings might include furniture, linens, cooking utensils and small appliances. To carry this project one step farther, students might find out the service policies of local utilities, including deposits required, etc.

For information on the cost of using electrical appliances:

Home Service Dept.
Florida Power & Light
West Palm Beach

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THE CLASSROOM NEWSPAPER

A classroom newspaper can be very simple, or extremely complex. The choice is up to the teacher, taking into consideration the age and ability of the students, and the time available to give to an activity of this sort. Putting such a paper, or newsletter together, can be a useful activity in English, Social Studies, and Reading classes. This does not rule out its use in other areas.

The simplest newspaper of all, and perhaps the most suited for lower elementary grades, is the blackboard paper. All the teacher need do is mark off an area on the blackboard, have the students supply a name for the paper, and change its contents daily with eraser and chalk. The blackboard newspaper can announce the daily lesson, summarize a field trip, publicize a school play or make note of an actual news event.

The format of the "blackboard paper" can be transferred to sheets of poster paper. Articles and drawings can be made directly on the poster paper, or created separately and pasted to the poster board. This method allows some experimentation with the appearance of the "newspaper page." Teacher and students can move the elements of the page around until they have achieved a pleasing "layout."

Articles for a poster paper can be hand-lettered, or typed on a machine with over-size type, or a regular pica typewriter. Students can add color illustrations to a poster paper, using any number of art techniques they may be studying. The number of pages in your poster paper is limited only by available time and display space.

A mimeographed or duplicated newspaper can give you a chance to communicate with parents, or other classes. You might wish to plan an "edition" to coincide with a report card period or a holiday period, giving children something to take home to mom and dad.

Three pages of a ten-page newspaper produced by the students and staff at Forest Hill Elementary are included here.

The classroom newspaper serves several purposes. You may use it to give each child in your classroom a feeling of success, assigning him portions of the work dovetailing with his strong points. The child who draws well can illustrate, the child who prints well can letter headlines, the child who writes well can produce stories, the children who are good organizers can serve as editors, and the good spellers can proof-read the copy.

The classroom newspaper can also be used to give children additional work in areas of weakness. Good newspapers stress grammar, spelling, punctuation, neatness, clarity of thought and accuracy. And all of these are traits you wish to encourage in your students.

Reporting on class or school events for your classroom paper also will help your students strengthen their powers of observation. Upper-elementary and secondary students can be encouraged to draw upon many resources to produce articles for a classroom paper.

If you wish any assistance with this project, or would like to schedule a class visit by an editor or reporter, please contact the Educational Services Director at *The Post or The Evening Times.*

THE FOREST HILL GAZETTE

March 18, 1980

Spring Exposition Edition

THE PRINCIPAL OF FOREST HILL ELEMENTARY SCHOOL WORKS HARD

By Bety Kelly

Mr. Bill Stanfield is the Principal of Forest Hill Elementary School. He lives in West Palm Beach on Georgia Avenue. He has two children. Their names are Julie and Craig.

Mr. Stanfield works at the job of being Principal. He works at his job up to nine hours a day. He has had this job for fifteen years. He works with kids, parents, and teachers. He loves to see little kids doing good work. He even believes that our children in Forest Hill Elementary are the best of the County. He likes to work with children a lot.

He decided to make a trolley in the library and have nice trees in front of the school because he thinks the kids should have a nice place to work in.

Mr. Stanfield went to school at Elon College. He also attended the University of North Carolina and Florida Atlantic University.

Mr. Stanfield is a very nice man. He works very hard to help children learn.

THE WASHINGTON TRIP

By Angela Yule

Mr. J. Wallace is the sponsor for the Palm Beach County Safety Patrol at Forest Hill Elementary. And everyone who was a patrol goes to Washington D.C. on March 20 through the 24th. The patrols will leave West Palm Beach on Thursday at 10:15 A.M. on the Amtrak Railroad They will arrive in Washington on Friday morning at 6:30 A.M. They will stay at the Stouffer's National Center Hotel, in Arlington, Virginia. It is just across the river from Washington.

Twenty one girls and twenty one boys from Forest Hill Elementary are going. There will be three chaperones from the school also.

The important places the students will visit will be: the White House; the Smithsonian; The Capitol Building; the Washington Monument; the Lincoln Memorial; Mount Vernon; the Jefferson Memorial; and the Washington Cathedral. The patrollers will arrive home on Monday, March 24th about 3:00 A.M.

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GENERAL NEWS

POODLE IS PRECIOUS TO HER OWNERS

By Christina Pandiscio

Christina Pandiscio has a dog. She is a toy poodle. That means she is small. She is very black. She is eleven and one half years old. She has stringy hair. Her name is Kricket. She was named after her father.

When Kricket was little, she was so small she could fit right into Christina's mother's hand.

Christina tells about Kricket's appetite, "She is a hog! What I mean is that she eats like a hog. She doesn't like dog food much, but she eats it when she is hungry. Usually, we give her some of our food."

Kricket is very old for a dog. She has arthritis. When kids hear about it, they ask, "What does she take, Bayer or Tylenol?" Christina replies, "She has dog arthritis, not the kind people have."

Christina says, "We are very sad. Kricket is so old, she might die soon. But we keep our spirits up. After all, she's a joy while she's alive!"

CUB SCOUTING

By Tim Dube

Cub Scouts have a great deal of fun. The scouts do all kinds of things. They go camping, they on on field trips, they make things, and they play games. The scouts earn awards.

Last month, they had a blue and gold banquet. This is when they celebrated the fiftieth anniversary of scouting. All the scout dens get together and eat and play games, and put on plays for each other. They have a good time.

One den in our school is Den #3. The Den leader is Mrs. Murphy.

JO ILLSLEY IS THE BEST CROSSING GUARD EVER!

By Melissa Dalton

Joe is the crossing guard at Forest Hill Blvd. and Kudza Rd. she likes working with children. She started working when she was thirty nine years old, and she has been working as a crossing guard ever since. Jo says she likes the outdoors, and that's why she likes her job.

To be a crossing guard, Jo had to pass a physical examination. She is at her post in the morning from 7:55 until 8:35, and in the afternoon she is on duty from 2:50 until 3:25.

The time when she least likes her job is when the children don't behave. Jo is very good with children. In fact, this reporter thinks she is the best crossing guard ever!

★★★★

The largest guitar stands 8 feet 10 inches high and it weighs 80 pounds.

METS ARE LOCAL BASEBALL TEAM

By Tim Dube

The sport is baseball, the name of the team is the Mets, the sponsor is the Optimist Club. The way you get on the team is to, first of all, be a very good baseball player. The names of the coaches are Coach Duff and Coach Mac. The team has played one other team, the Cardinals. The score was 7 to 6. The next team to be played is the Dodgers.

In the first game the team played, they were winning 6 to 5 in the bottom of the last inning. Then the opposing team got two runs and they won the game by one point.

★★★★

Robert Matern, 21, ate 83 hamburgers in two and one half hours on May 3, 1973.

Calendar of Events

March 9 - 14
MUSIC WEEK - students made posters and conducted opening exercises under the direction of Mrs. Hendrix.

March 11
CANDY SALE - students sell candy bars to benefit PTA projects.

March 18
SPRING EXPOSITION — students display samples of work they have done during the school year. 5:00 until 7:00 in the school cafeteria.

March 20 - 24
WASHINGTON TRIP - all safety patrol students will visit Washington d.C.

March 21
PUPPET SHOW - all kindergarteners, first, and second graders will see "The Little Troll without a Soul" presented by the Twin Lakes Players.

March 28
PINK PANTHER FROLICS — all students in classes which have sold four cases of candy bars will see a movie presentation of three Pink Panther movies.

March 31 - April 6
SPRING VACATION — all students will return to school on April 7.

March 22
COUNTY SPELLING BEE — our school spelling bee winners will go to conniston Jr. High to compete in the Spelling Bee.

March 25 and 26
SCHOOL PICTURES — students will have group and individual pictures taken at school.

March 26
MIME THEATRE — all students will see a presentation by the Connecticut "Kitchen Sink" Mime Theatre.

April 7 - 17
SPRING TESTING — all students in grades 1 through 5 will undergo county wide standardized testing.

April 18
MUSIC PROGRAM — selected students will present a program as the culmination of the observance of Music Week.

March and April
THE PICTURE LADY — every fourth grade class will be visited once a month by the "Picture Lady" who will discuss one picture with the class and leave it with them to enjoy.

REPORTERS

FIFTH GRADE

Melissa Dalton
Ben Ford
Greg Kennard
Angela Yule

FOURTH GRADE

Gene Brown
Christina Pandiscio
Mark Sartory
Shelley Smith
Carl Williams

THIRD GRADE

Timothy Dube
Cynthia Eddowes
Paul Hibbard
Beth Kelly

EDITORS

Mrs. Clare Wilson
Mrs. Kathryn Adams

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EDUCATIONAL SERVICES OFFERED THROUGH THE POST AND THE EVENING TIMES

1. Classroom newspaper rate when ordering a minimum of 10 copies per day, The Post and The Evening Times are $.08 Monday thru Saturday and $.20 on Sunday.

2. Tours of the building, 2751 S. Dixie Highway, West Palm Beach. These must be scheduled at least two weeks in advance for groups of 10 or more. (Minimum age of 4th grade please.)

3. The Associated Press Film Strip Series. These are sent directly to the Department of Learning Resources in the Palm Beach County School System on Belvedere Rd. for school use.

4. Slide presentations and filmstrips on newspaper production, as well as other topics.

5. Classroom speakers. Members of the staff will be happy to speak to your classes when schedules permit.

6. Classroom Visits.

7. Career Information.

8. Learning Activity Cards and other publications for purchase.

9. Lending Library.

10. Workshops. Hands-on workshops for both faculty and parent groups.

11. A quarterly newsletter to update those interested in newspaper in education.

12. NIE Extra Edition. A free tabloid which informs readers about the news world, includes quizzes on newspaper terms and functions.

13. NIE Activity Folders. General Information, Elementary and Secondary.

14. NIE column every Thursday in The Post.

For more information regarding NIE or any of these services, please call The Educational Services Department, 833-7411, Ext. 589.

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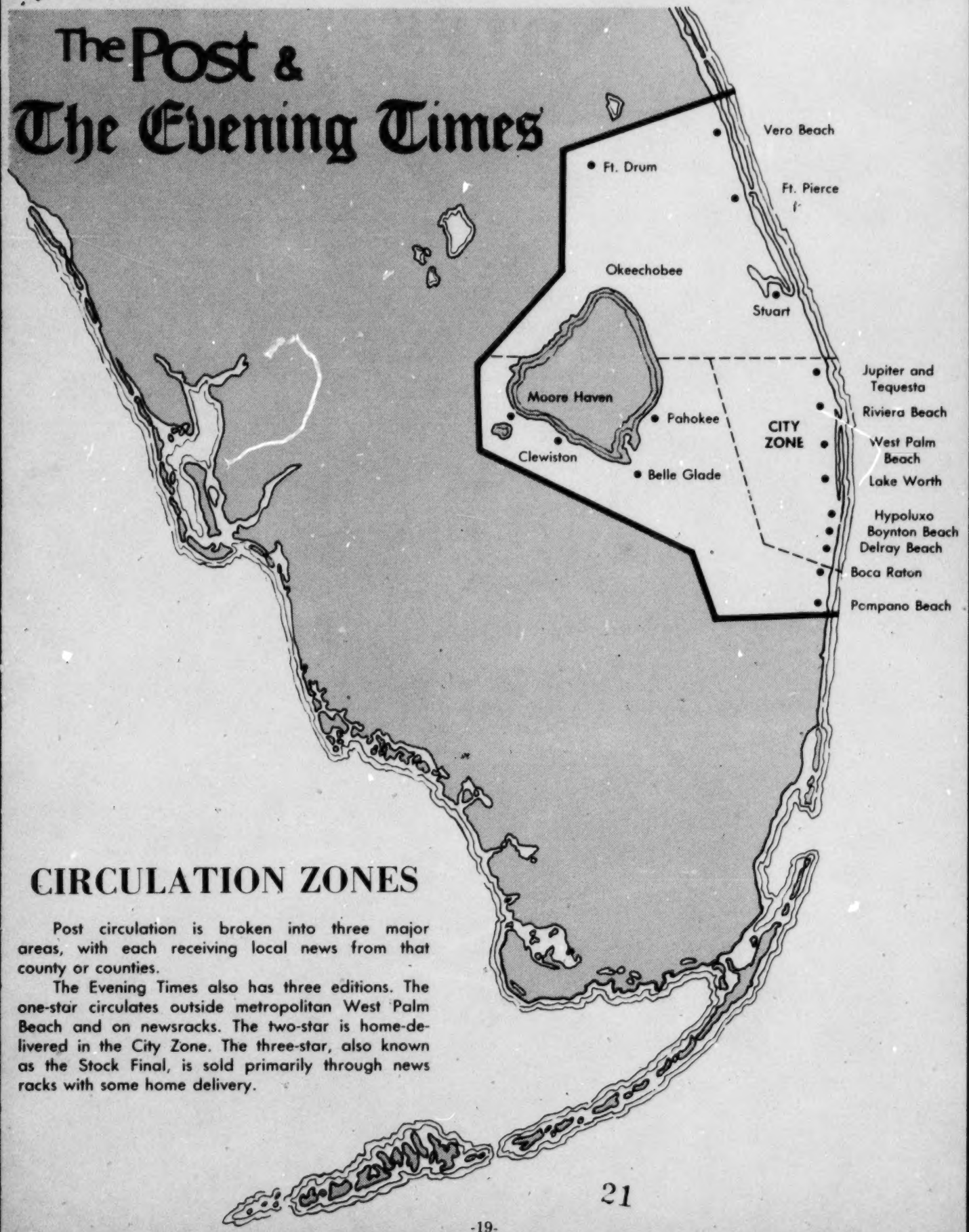
The Post & The Evening Times



CIRCULATION ZONES

Post circulation is broken into three major areas, with each receiving local news from that county or counties.

The Evening Times also has three editions. The one-star circulates outside metropolitan West Palm Beach and on newsracks. The two-star is home-delivered in the City Zone. The three-star, also known as the Stock Final, is sold primarily through news racks with some home delivery.

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